

Harry's New Hat

PM Level 10

Blue

Text Type Narrative

Running Words 169



Preparing for Guided Reading

Prior Knowledge

- Talk about the importance of wearing sunhats for protection outside.
- Have students share their own experiences of losing clothes at school.

Orientation to the Text

- In this story, Harry is given a new sunhat. Later that day, he arrives home from school without his hat. Harry and Dad go back to the school to look for it. They can't find it anywhere, until they go home and Harry looks in his school bag, where the hat has been all along.

Key Language Structures

- Irregular past tenses: *went, came*.
- Phrases that tell when or where add meaning to the verbs in the sentences.

Building the Balanced Reader

Vocabulary

Key High-frequency Words

can't, have, laugh, let's, lost, new, next, open, then, without

Content Words

Dad, Harry, hat, school, blue, yellow, playground, lunch, box

Decoding

- Recognises the high-frequency words in the text.
- Applies knowledge of sound-letter relationships to assist with decoding of unfamiliar words.

Fluency and Phrasing

- Adjusts the pace of reading to assist with fluency.
- Makes appropriate predictions about the text to assist with understanding.

Focusing on the Book – Guided Reading

- Read the title together and discuss the cover illustration.
- Ensure that the students use the illustrations to predict meaning.

- Find pairs of words in the book that are opposites: *with, without; in, out; came, went*. Have students suggest opposites for *new, open* and *lost*.
- Ask, *When Harry arrives home from school, is he aware that he has lost his hat? How do you think he feels when he tells Dad that it is missing?*
- Have students observe Harry's growing concern as he and Dad fail to find the hat at school. Ask, *How do you think Harry feels when they give up and go home?*
- What does Harry's face tell us about his hopes of finding the hat in his school bag?
- Ask students why they think Harry might have had trouble seeing the hat before removing the objects from his bag.
- Discuss Harry's and Dad's happiness when Harry finally produces the hat from his school bag.

Comprehension

- Why do you think Harry forgot where he had put his new hat? (*Inferential*)
- Why do you think Harry was pleased when he found his new hat? (*Inferential*)

Follow-up Activities

- Direct students to complete the BLM activities: writing opposites and choosing from them to complete sentences; choosing correct words to complete sentences; sorting words by initial blends; choosing correct phrases to complete sentences.
- Ask students to think of a time when they lost an item of clothing. What worried them the most about this? Did they love the piece of clothing, or were they more worried about getting in trouble for losing it? Have them write and illustrate a short account of this event. Invite them to add a happy ending to their story, even if the item of clothing was not found in real life.
- Have students think of any items from school or home that they currently cannot find. Have them draw the item. Put the student stories together in a class 'Missing' display on a piece of poster paper. Ask students to think if there is anything they can do help each other locate these items.

Learning Intentions

- We are learning to more accurately make predictions about events in the text.
- We are learning to recognise a variety of punctuation marks to assist with fluency when reading aloud.
- _____

Success Criteria

- I can more accurately make predictions about events in the text.
- I can recognise a variety of punctuation marks to improve the fluency of my oral reading.
- _____

Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up